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Final Report: Kentucky Comprehensive Needs Assessment

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BACKGROUND AND PURPOSE

Kentucky is committed to assisting all students in meeting high levels of achievement in education. Migrant students face unique challenges given the nature of their highly mobile lifestyle, often lagging behind their peers in student achievement. The state is committed to pursuing continuous improvements in the performance of its migrant children and sets specific performance targets in its state consolidated application in the goal areas of reading, mathematics, high school completion, and school readiness. In addition, the No Child Left Behind Act (NCLB) requires that migrant education programs complete a comprehensive needs assessment (CNA) which identifies the “special educational needs of migratory children” and provides “measurable program goals and outcomes” (Title I, Part C, Section 1306).

To this end, the Kentucky Department of Education’s Migrant Education Program (KDE MEP) conducted a CNA from January 2004 to May 2006 for the following purposes:

- Set priorities based on identified migrant children/family needs;
- Make data-based decisions about “program improvements” and the “allocation of resources”; and
- Establish a systematic set of procedures to implement and evaluate the effectiveness of the program improvement practices.

Kentucky’s CNA process, including findings and strategies for implementation, are described in this report. The next section describes the methodology used to gather and analyze data, drawing from the expertise of key stakeholder groups.

METHODOLOGY

The KDE MEP followed the three-phase CNA model recommended by the U.S. Department of Education’s Office of Migrant Education (OME) which is based on the work of Witkin and Altschuld.¹ The entire process was overseen by a Management Team, which included the migrant state director, two KDE staff members, a regional MEP coordinator, two district MEP staff members, and two consultants from ESCORT. Refer to Appendix A for committee membership.

Phase I

In Phase I of the CNA (Exploring “What Is”), the Management Team established a Needs Assessment Committee (NAC) to determine the focus and scope of the needs assessment and to investigate the actual, as opposed to perceived, needs

¹ Witkin, B.R., and Altschuld, J.W. (1995). *Planning and conducting needs assessments: A practical guide*. Thousand Oaks, CA: SAGE Publications.

of Kentucky's migrant children. Membership of the NAC included a variety of service providers and migrant education stakeholders, including the migrant state director, regional MEP programs, local schools, migrant parents, community agencies, universities, and other migrant service providers (see Appendix A). The broad-based representation insures that 1) the needs of migrant children are approached through multiple perspectives beyond just the MEP and 2) stakeholders responsible for implementation participate from the start and become committed to the outcomes.

The NAC met initially to develop concern statements focusing on the four goal areas specified under NCLB—reading, mathematics, graduation, and school readiness. In addition, the NAC reflected on OME's list of seven areas of concern unique to migrant students: educational continuity; instructional time; school engagement; English language development; educational support in the home; health; and access to services. The concern statements were based on initial analysis of profile data provided by the MEP (described in more detail in the next section) and derived from the wealth of experience of NAC educators who had been serving migrant children and families for many years.

Recognizing the need to draw upon knowledge specific to the four goal areas, the NAC also identified experts in the areas of reading, mathematics, graduation, and school readiness to serve on the Work Groups (see Appendix A). The charge to these four groups was to help identify needs, suggest research and evidence-based strategies and interventions to address these needs, and recommend data sources to measure the outcomes of proposed solutions. The Work Groups served as subcommittees to the NAC that focused specifically on one goal area each. Work Group members brought in-depth understanding of research and practices in that content or focus area and made recommendations to the NAC for their consideration. The NAC filtered the expert recommendations through a KDE MEP lens and selected need indicators and suggested a data collection plan accordingly.

Phase II

In Phase II of the process (Gathering and Analyzing Data), a Data Team convened to develop a plan for the collection and analysis of data necessary to document the status of the issues regarding migrant children and to determine the actual magnitude of their needs. The team consisted of individuals well informed about state-level databases, including the migrant state director, the state MIS 2000 database specialist, and local MEP program representatives (see Appendix A).

The Data Team organized the data requests made by the NAC and the Work Groups, and presented a draft data collection plan to the NAC. At this meeting, the NAC prioritized the data elements to be collected and the Data Team then

handled the data collection. Data gathering instruments included: the MEP regional program data sheet; a migrant parent survey; a migrant student survey; and state databases. Appendix B includes sample forms of the regional program data sheet and surveys used.

Regional Program Data

The state migrant director disseminated a CNA data request form to each of the nine regional MEP coordinators. The form asked for data on instructional supplemental services provided to migrant students by the MEP and by other agencies, Algebra I passing rates for migrant students, and preschool participation rates for migrant children. Data forms were received and tallied from each region.

Parent and Student Surveys

The Data Team constructed the parent and student surveys and disseminated them to district MEPs with instructions for data collection. Survey administrators were instructed to complete surveys during regular home visits to families with preschool aged children or children enrolled in a Kentucky school. Out-of-school youth and first-time enrollees were excluded. The surveys were available in Spanish and English.

The parent survey included questions regarding school engagement and parent involvement (i.e., number of English books/magazines/newspapers in the home, talking regularly with children about school-related issues, etc.). School readiness questions focused on availability of preschool services and enrollment of children. Questions related to mathematics and reading focused on the frequency of help provided in both subjects and by whom.

Similar questions on school engagement, mathematics, and reading were asked of students on their survey. In addition, questions focused on the level of encouragement from school personnel. Challenges in data collection prevented parent responses from being matched to their students' responses. Student survey responses can still, however, provide a general snapshot of "academic" support at home.

A total of 1,365 student surveys and 806 parent surveys were received from all nine MEP regions. It is important to note that the goal of the data collection effort was not to conduct a scientifically-rigorous survey methodology. Rather, the goal was to confirm that the needs identified through the expertise and experience of NAC and Work Group members in the initial phase of the CNA existed. This phase of the CNA operated under the constraints of limited time and resources for data collection from local districts with existing data requirements for state-level reporting.

State Databases

NAC and Work Group members also used state databases to generate information on migrant students and the general student population. For example, the MEP database provided multi-year student profile data for background in the needs assessment process. The Mathematics Work Group identified the state passing rate for Algebra I for the general student population. The School Readiness Work Group found state-level data on preschool participation. Specific findings are detailed later in this report.

Although state databases did provide useful background information, CNA team members discovered some limitations in these systems. In many of the database systems, migrant student data could not be disaggregated, e.g., Title I data on migrant supplemental programs. In other cases, local MEP programs defined data elements differently, e.g., what counts as an academic supplementary program, and data might be inconsistent across regions as a result. Team members recognized that addressing these limitations in migrant student data collection and analysis would be an area to work on systemically in future.

Phase III

In the third phase of the CNA (Making Decisions), the NAC and Work Groups analyzed the data gathered in Phase II and generated possible research and evidence-based solutions to address the needs of Kentucky's migrant children. The NAC first reviewed and prioritized need statements based on the data collection findings. Then the Work Groups identified possible solution strategies in response to the need statements in order to raise migrant student achievement. The Work Groups also detailed implementation challenges, and resource and training needs. Work Group members presented these options to the NAC and together the team members prioritized the specific solutions through a democratic voting process.

Once solutions were finalized, an Implementation Team met to make specific plans on how best to operationalize the CNA solutions. This team consisted of key state, regional, and local stakeholders. Lastly, the ESCORT consultant, with another ESCORT colleague having expertise in literacy, conducted three regional trainings with MEP staff to familiarize them with the CNA process and its recommended solutions. Discussions focused on the effective implementation of best practices in literacy instruction in different contexts and how these best practices aligned with Kentucky's academic expectations for its students. These trainings also served the purpose of fostering buy-in from MEP staff ultimately responsible for making the changes identified by the CNA. Following these trainings, the ESCORT consultant met with regional MEP coordinators to discuss the implementation plan and to further refine strategies in response to local concerns from the regional MEPs. The final section of this report describes the

solutions identified and presents the beginnings of an action plan for implementation of the solutions from the CNA.

The next section describes the demographic characteristics of the migrant child population in Kentucky. This profile data provided necessary background information in identifying needs and academic gaps of migrant students for the CNA.

PROFILE

The Migrant Student Profile describes typical migrant students in the state of Kentucky to offer a basic understanding of these students, particularly their academic performance and mobility patterns. This picture of typical migrant students was the starting point for the NAC. As noted earlier, some data were unavailable. In some cases, data are hard to collect given the highly mobile nature of the population and the challenges in tracking students from year-to-year. For example, graduation rates for migrant students are particularly difficult given the discontinuity in credit accrual during secondary schooling. In other cases, data could not be disaggregated for migrant students. The CNA process helped program leaders look systemically at data collection systems in order to improve data availability. Where possible, data are presented below to provide a snapshot of the migrant student population in Kentucky, with multiple years presented to show trends.

The number of migrant children eligible for the KDE MEP has decreased from 11,474 in 2002-2003 to 4,245 in 2005-2006.

Race/Ethnicity: The majority of migrant students in Kentucky are Anglo. Kentucky also receives Hispanic and African-American migrant children. Trend data show increases in the numbers of Hispanic migrant children over time; see Table 1 below.

Table 1. Numbers of Migrant Children and Ethnic Background (2002-2006)

Ethnicity	Year			
	2002-03	2003-04	2004-05	2005-06
Anglo	7,672 (67%)	5,883 (63%)	3,528 (56%)	2,169 (51%)
Hispanic	3,343 (29%)	3,071 (33%)	2,601 (41%)	1,951 (46%)
African-American	370 (3%)	282 (3%)	164 (2%)	81 (2%)
Other	89 (1%)	69 (1%)	42 (1%)	44 (1%)
Total	11,474	9,305	6,335	4,245

Mobility: Most migrant student moves are within state, but a fairly large percentage of moves are from other states. Table 2 provides data on the types of move from 2002-2006.

Table 2. Type of Move

Type of Move	Year			
	2002-03	2003-04	2004-05	2005-06
Interstate	4,109	3,159	2,168	1,579
Intrastate	6,141	4,978	3,293	2,030
No move that year	1,124	1,168	710	636

Attendance: Migrant student attendance rates (days present divided by days enrolled) have been 93% for the past four years. In 2005-2006, migrant students were enrolled for an average of 88 days and present for 82. These numbers were down from previous years; refer to Table 3.

Table 3. Migrant Student Attendance Rates and Average Days Enrolled and Present

	Year			
	2002-03	2003-04	2004-05	2005-06
Attendance Rate	92.64%	92.35%	92.59%	93.37%
Average Number of Days Enrolled	98.06	98.22	100.31	88.25
Average Number of Days Present	90.85	90.71	92.88	82.39

Achievement Gaps: Tables 4a. and 4b. below depict achievement gaps in reading and mathematics between migrant students and the general student population on a statewide basis by grades indicated, based on the Kentucky Core Content Tests. The gaps have decreased in reading and mathematics in Grades 4 and 5. Significant gaps exist in reading and mathematics at the middle and high school levels. Of particular concern are the increases in those gaps that have occurred between 2005 and 2006.

Table 4a. Migrant Student Gaps in Reading Achievement (%)

Year	Grade 4 Reading Gap	Grade 7 Reading Gap	Grade 10 Reading Gap
2003	10.38	12.03	18.71
2004	10.05	12.93	21.14
2005	11.73	15.78	19.71
2006	7.83	15.52	28.06

Table 4b. Migrant Student Gaps in Mathematics Achievement (%)

Year	Grade 5 Math Gap	Grade 8 Math Gap	Grade 11 Math Gap
2003	16.85	14.33	13.51
2004	15.04	17.13	25.16
2005	17.04	16.43	22.63
2006	13.39	21.99	27.15

The next section focuses on the need statements that guided the process and the data collected to address them.

FINDINGS

The NAC and Work Groups were comprised of stakeholders from migrant education staff, local schools, community agencies, universities, and content experts. They generated nine concern statements related to reading, mathematics, graduation, and school readiness based on members' expertise and an initial examination of the profile data. The teams then developed quantifiable indicators related to each concern statement to guide data analysis. These concern statements and indicators are described below by focus area.

Data on migrant students are presented for Hispanics and non-Hispanics. Although Anglos represent the majority of migrant students in Kentucky, Hispanic migrants are increasing in number and now represent almost half of the migrant student population (see Table 1). Changing demographics signaled the need to look at KDE MEP programming and staffing to address potential cultural and linguistic barriers to service provision. In light of this, particular attention was given to this population in the data

analysis. Data were not further disaggregated by ethnicity (e.g., Anglo, African-American, etc.).

Reading

Table 5 summarizes the three concern statements and related need indicators for reading achievement, and sources for data collection. The “factor” column of the table refers to OME’s list of unique needs of migrant students—their seven areas of concern referenced on page 2 of this report.

Table 5. Concerns and Data Sources Related to Reading Achievement for Kentucky Migrant Children

Factor	Concern Statement	Indicator	Data Collection Instrument(s)
Educational Support in the Home	Migrant homes lack the resources to foster literacy skills needed for academic achievement.	Percentage of migrant homes in which (English) language books, magazines, dictionaries (etc.) are available	Parent Survey (Question 1)
Access to Services Educational Continuity	Migrant students may not be receiving supplemental academic services due to their transient status and the lack of an organized and timely coordination and delivery of services and resources.	Percentage of migrant students receiving supplemental academic support (e.g. Title I, Part A, ESL, summer school, intercession tutorial)	Data bases of supplemental programs that flag for migrant status (Title I, Part A, Title III) MEP Data Sheets
Educational Support in the Home English Language Development	Many migrant parents may lack the skills to help with literacy and language development at home.	Percentage of migrant students (grades K-5) whose parent/guardian or other family member can help with reading	Parent survey (Question #2) Student survey (Question #1)

Reading data presented in the profile section of this report indicate gaps in reading achievement between migrant students and their non-migrant peers. In addition, findings from the parent survey indicate a lack of educational resources in the home, particularly for Hispanic migrants. Two-thirds of Hispanic and almost half of non-Hispanic migrant parents surveyed report having ten or less English

books/magazines/newspapers in the home.² Figure 1 provides a breakdown of reading materials in the home (by age range of children present) for Hispanic and non-Hispanic migrants. Approximately 30% of survey respondents with preschool-aged children report having fewer than six materials. Close to 10% of Hispanic migrant parents with preschool-aged children report having no materials in the home.

Figure 1a. English Reading Materials in the Home as Reported by Hispanic Migrant Parents, by Age of Their Children (Percentage of Survey Respondents).

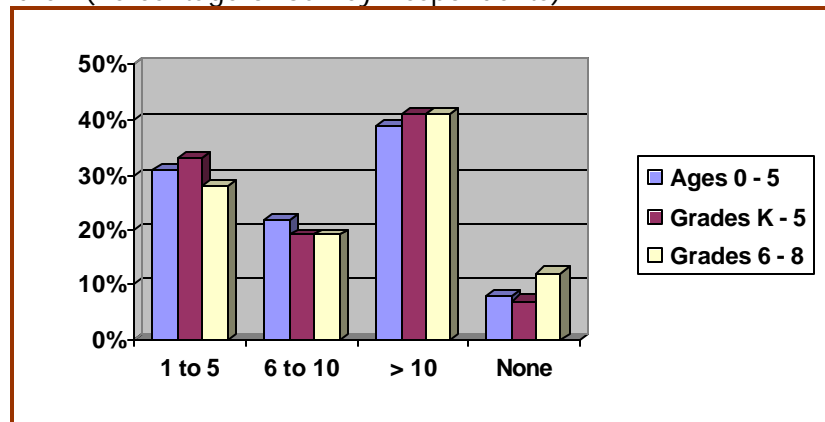
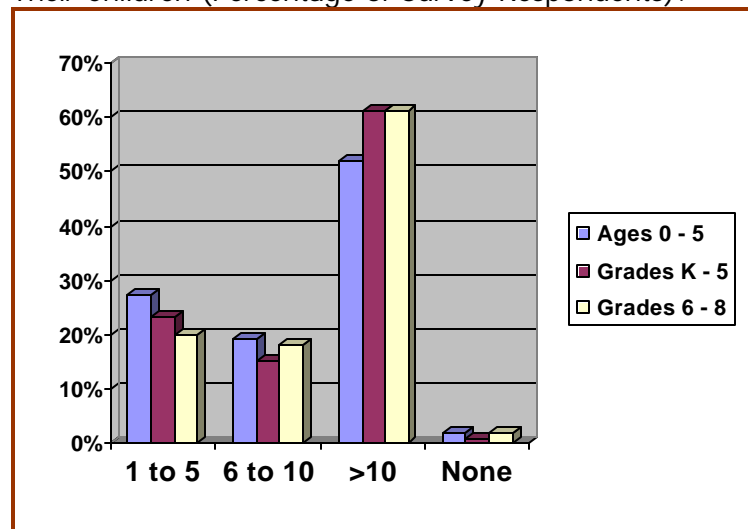


Figure 1b. English Reading Materials in the Home as Reported by Non-Hispanic Migrant Parents, by Age of Their Children (Percentage of Survey Respondents).



Parental involvement findings indicate some lack of assistance with reading homework. Figure 2 shows the number of times per week that a family member helps a child with reading for grades K-5 (as reported by Hispanic and non-Hispanic migrant parents and students). Over half of Hispanic migrant parents report helping less than four times a

² The parent survey only addressed the number of educational resources in the home and did not ask parents for an explanation (e.g., why there were few resources in the home).

week (16% never do). Close to a third of non-Hispanic migrant parents report helping less than four times a week while 40% report helping daily with reading. Percentages are slightly worse using data collected from the student survey. For example, 33% of Hispanic migrant students report that family members never help with reading.

Figure 2a. Number of Times per Week Hispanic Migrant Parents Help With Reading, Parent Survey Responses versus Student Survey Responses, Children Grades K-5 (Percentage of Survey Respondents)

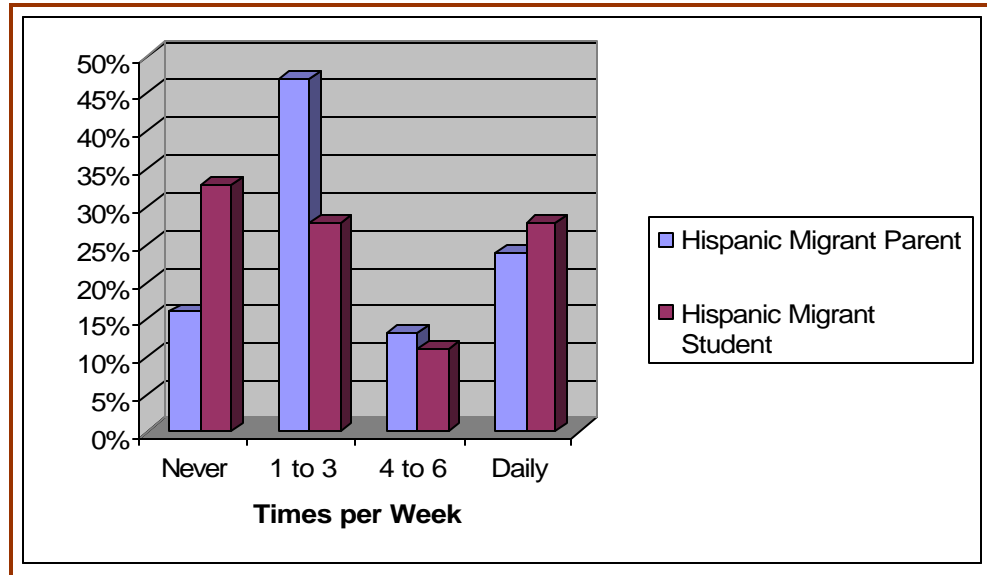
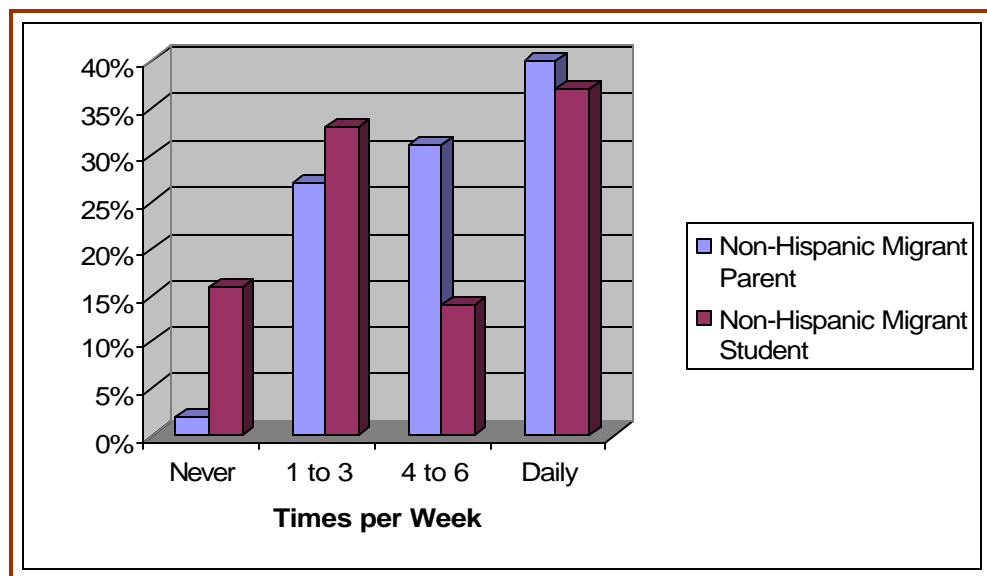


Figure 2b. Number of Times per Week Non-Hispanic Migrant Parents Help With Reading, Parent Survey Responses versus Student Survey Responses, Children Grades K-5 (Percentage of Survey Respondents)



Mathematics

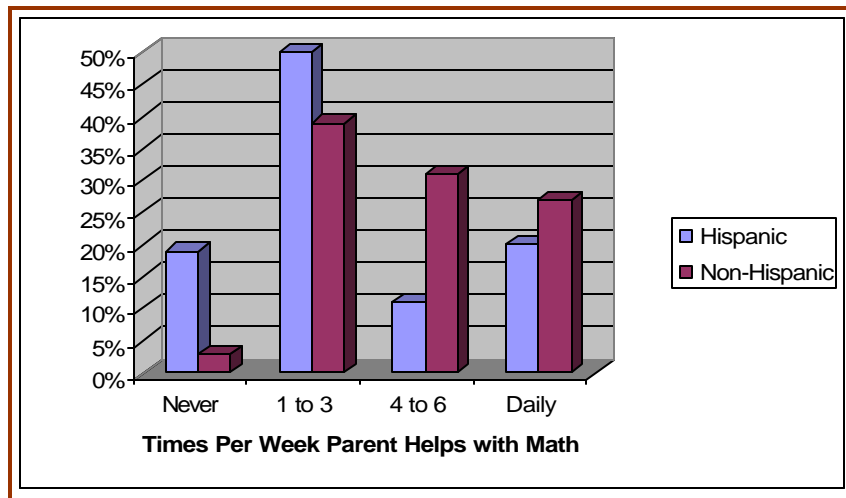
Table 6 summarizes the two concern statements and related need indicators for mathematics achievement, and sources for data collection.

Table 6. Concerns and Data Sources Related to Mathematics Achievement for Kentucky Migrant Children

Factor	Concern Statement	Indicator	Data Collection Instrument(s)
School engagement Instructional Time Access to Services	Migrant children lag behind their non-migrant peers in passing Algebra I by the end of 9 th grade.	Percentage of migrant students (in selected grades) who are passing Algebra I	District Databases Achievement Scores
Educational Support in the Home	Migrant students are not experiencing a “hands-on, minds-on” environment in the home. There may be an overall lack of early developmentally appropriate mathematics skills both at school and in the home.	Percentage of migrant students (grades K-5) whose parent/guardian or other family member can help with mathematics	Parent survey (Question #3) Student survey (Question #2)

In general, large gaps exist between migrant students and their non-migrant peers in mathematics achievement (see Table 4b.). Looking at Algebra I specifically (as a gateway course), findings were mixed. While 100% of migrant 8th and 12th graders passed Algebra I, only 72% of migrant 9th graders passed. Survey data also suggest a lack of help with mathematics at home. Figure 3 depicts the number of times per week that a family member helps a child with mathematics for grades K-5 (as reported by Hispanic and non-Hispanic migrant parents). Nineteen percent of Hispanic migrant parents report never helping their children with mathematics and half provide help one to three times per week. The numbers are slightly better for non-Hispanic parents: 3% and 39% respectively.

Figure 3. Number of Times Per Week Migrant Parents Help with Math, Grades K-5 (Percentage of Parent Survey Respondents)



School Readiness

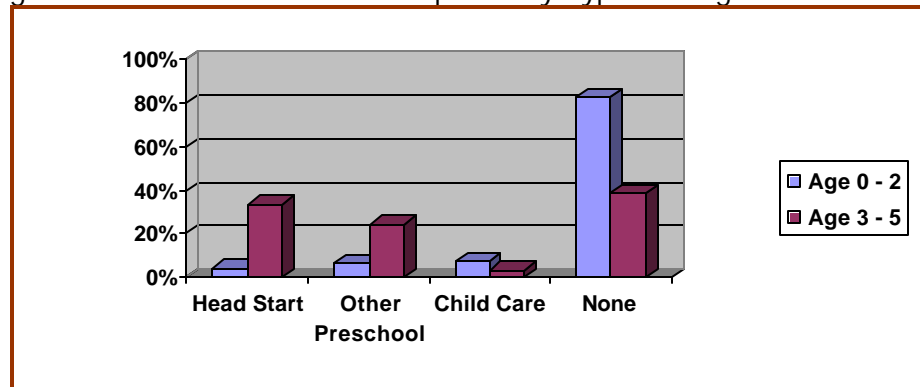
Table 7 summarizes the two concern statements and related need indicators for school readiness, and sources for data collection.

Table 7: Concerns and Data Sources Related to School Readiness for Kentucky Migrant Children

Factor	Concern Statement	Indicator	Data Collection Instrument(s)
Access to Services	Migrant children are not participating equitably in Head Start and other preschool programs because of policies and procedures that create barriers to access.	Percentage of migrant children (ages 0-5) participating in Head Start, preschool, or structured childcare	Parent Survey (Question 5) MEP Data Sheets
Parent Involvement	Many migrant parents lack the literacy, skill, materials, and time to read consistently to their children at home.	Percentage of migrant students (grades K-5) whose parent/guardian or other family member can help with reading	Parent survey (Question #6)

Eighty-four percent of migrant children ages birth to 2 and 38% ages 3 to 5 receive no preschool services. Less than 40% of the young children (ages 0 to 5) attend Head Start or other preschool programs. See Figure 4 below. Almost 60% of Hispanic migrant parents, and 39% of non-Hispanic migrant parents, reported that no preschool program had been offered.

Figure 4. Migrant Children's Preschool Participation by Type of Program



Graduation

Table 8 summarizes the two concern statements and related need indicators for improving graduation rates for migrant students, and sources for data collection.

Table 8. Concerns and Data Sources Related to Graduation Rates for Kentucky Migrant Children

Factor	Concern Statement	Indicator	Data Collection Instrument(s)
School Engagement Educational Continuity Access to Services	Migrant students do not receive enough broad-based support and encouragement at school to inspire them to engage fully in their education and believe in their potential.	Percentage of migrant students (in grades 3-8) who receive academic support in school	Student Survey (Questions 3 and 4)
Educational Support in the Home English Language Development	Migrant students do not receive informed academic support in the home due to various degrees of family/school disconnect.	Percentage of migrant students who receive academic support in the home	Parent Survey (Questions 2, 3, 4) Student Survey (Questions 1 and 2)

When asked about the people at school who care most about how well a student does there, very few migrant students (Hispanic and non-Hispanic) reported that no one cares how well they do. Migrant students responded that teachers and friends were the people at school who most cared about their academic performance.

In terms of academic support at home, for Hispanic migrant students, between 24 and 61% report never receiving help with reading or mathematics during the week. Non-Hispanic migrant students report slightly better results, with a range of 2 and 32% reporting that they never receive help in these subject areas. See Figure 5 below.

Figure 5a. Migrant Students Who Report Never Receiving Help with Reading from a Parent, by Grade Level (Percentage of Student Survey Respondents)

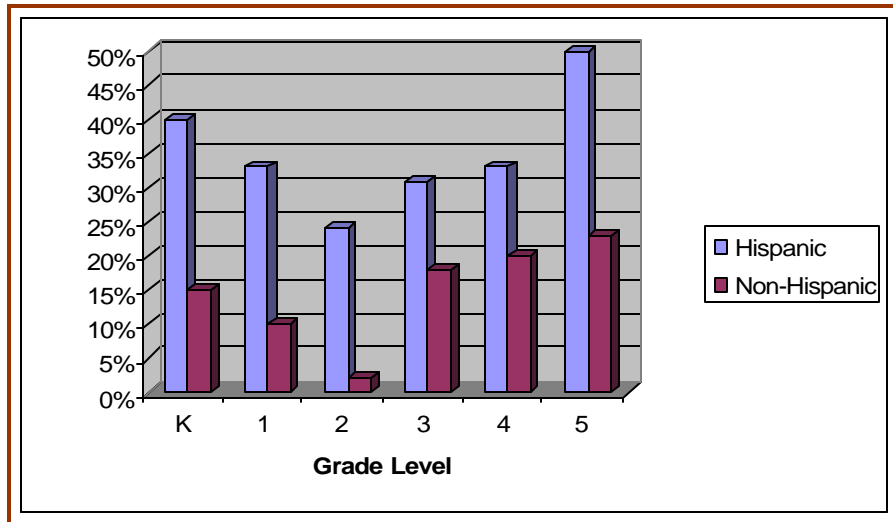
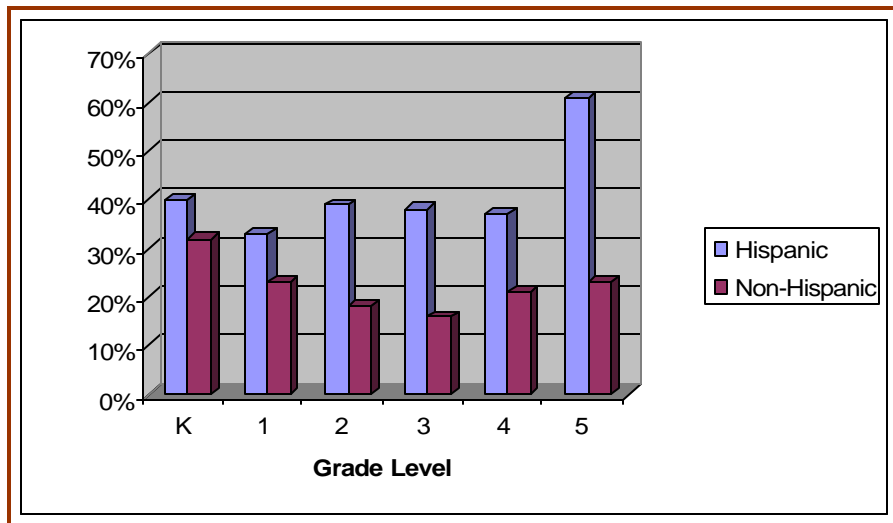


Figure 5b. Migrant Students Who Report Never Receiving Help with Mathematics from a Parent, by Grade Level (Percentage of Student Survey Respondents)



RECOMMENDATIONS AND ACTION PLAN FOR IMPLEMENTATION

Based on the findings from the data collection phase, NAC and Work Group members identified and prioritized solution strategies to close the achievement gap for migrant students. This section outlines those proposed strategies.

Table 9. Need Statements Generated by the CNA Process, Aligned with Areas of Concern and NCLB Goal Areas

Need Statement	Area(s) of Concern	Goal Area
The percentage of migrant families having more than ten English books, magazines, newspapers, etc., in the home needs to increase by 20%.	Educational Support in the Home English Language Development	Reading
The percentage of migrant students receiving supplemental academic support needs to increase by 15%.	Access to Services Instructional Time	Reading
The percentage of migrant parents working with their children (grades K-5) with reading skills needs to increase by 15%.	Educational Support in the Home	Reading
The percentage of migrant students (grades K-5) receiving assistance with mathematics outside the classroom at a frequency of four to six times per week needs to increase to 50%.	Educational Support in the Home	Mathematics
The percentage of 9 th grade migrant students passing Algebra I needs to increase by 13%.	Access to Services Instructional Time	Mathematics
The percentage of migrant preschool children (ages 0-5) participating in Head Start, state-funded preschool, or structured child care needs to increase by 15%.	Access to Services	School Readiness
The percentage of migrant homes where children (ages 0-5) receive help with reading daily needs to increase by 12%.	Educational Support in the Home	School Readiness
The percentage of migrant students in grades 3-12 who receive encouragement from MEP staff to participate in extracurricular activities will increase to 10%.	School Engagement	Graduation
The percentage of migrant families with children in grades 3-12 who are encouraged to participate in migrant-sponsored parent conferences, advocacy groups, and workshops will increase to 25%.	Educational Support in the Home	Graduation

In order to focus on the highest priority needs first, the NAC narrowed the list to a manageable few to concentrate efforts in the first phase of implementation. The team selected two main goals (identified below in bold) and included secondary goals associated with these to support successful implementation (italicized below):

- **The percentage of migrant students receiving supplemental academic support needs to increase by 15%.**
 - *Increasing percentage of migrant students receiving supplemental assistance with mathematics four-six times per week to 50%.*
 - *Increasing percentage of migrant families having more than ten English books, magazines, newspapers, etc. in the home by 20%.*
- **The percentage of migrant families with children in grades 3-12 encouraged to participate in migrant-sponsored parent conferences, advocacy groups, and workshops will increase to 25%.**
 - *Educating parents (and/or other family members) on ways they can help their preschool and school-age (K-5) children with developing their reading and mathematical abilities.*
 - *Increasing the percentage of migrant students in grades 8-12 who have established educational goals for themselves (with parent participation).*

NAC members agreed that successful programming related to these goals should target **advocacy** and **professional development**. The regional MEPs have a long history of advocating for migrant students and providing professional development to staff members. The two-pronged strategy that emerged from the CNA would draw upon these existing approaches but in a new and improved way. Advocacy will continue to focus on ensuring that migrant students receive the supplemental services for which they qualify but will also now shift focus to making sure that those services reflect research and evidence-based instructional strategies. MEP staff will, therefore, be expected to improve migrant student outcomes by both brokering services (a role most are comfortable with) and enhancing their own knowledge and abilities in key areas of improving reading and mathematics literacy (a role that some may feel reluctant about). A focus on professional development will provide assistance to MEP staff as they take on a more unfamiliar role of “academic” advocate. Professional development would focus on improving MEP staff knowledge about best practices in reading and mathematics literacy, with an emphasis on how to implement these practices with students and to model them for parents and tutors.

Team members reached consensus on the need to set clear state-level goals and front load training and resources that would enable regional programs to make progress

toward achieving those goals. Kentucky is a state with a strong tradition of local control. Team members agreed that each region should be given flexibility in how they approach program improvement. However, each regional program will be required to use the same forms and report on the same kinds of data to provide the state MEP office with a clear indication of how much progress is being made across the state in terms of reaching common goals.

The following outline describes proposed action plans for implementation of the two high priority needs.

Need Statement: The percentage of migrant students receiving supplemental academic support needs to increase by 15%.		
Solution	Strategies	Evaluation Measures
Develop and implement a plan for migrant staff to be more aware of possible programs and the level of participation of migrant students by improving monitoring of areas such as Title I, ESS, ESL, etc.	<ul style="list-style-type: none"> Define “academic” supplemental programming. Determine means to collect data on student participation on academic day (nature and frequency of services), extended day (e.g., after-school and tutoring programs), and home (nature and frequency of parental support of children’s academic progress). Continue advocacy for migrant student access to services. Strengthen communication between mainstream teachers/administrators and MEP staff to improve MEP staff knowledge about academic programming. Develop data forms for MEP staff to convey information about migrant students to mainstream teachers (e.g., length of time in country, language spoken at home, parental feedback or concerns, etc.). 	Track student participation through improved data forms.
Improve reporting, publicizing successful efforts and communicating with parents regarding programs.	<ul style="list-style-type: none"> Build on existing efforts to reach migrant parents. Provide training to MEP staff on working with parents (e.g., modeling best practices in reading and mathematics). 	<p>Track parent contacts.</p> <p>Survey parents for feedback on dissemination and outreach.</p>

<p>Conduct professional development to train migrant staff on best practices in reading and mathematics, utilizing state standards for professional development and coordinating with existing effective resources (e.g., KY TESOL, KY Reading Association, KY Teachers of Language Arts Council).</p>	<ul style="list-style-type: none"> ▪ Educate regional coordinators and MEP staff on gathering and analyzing data that are essential to tracking progress toward stated goals. ▪ Use migrant student case studies to familiarize MEP staff with best practices in data analysis and ways to better align programmatic efforts with KY curriculum standards. ▪ Conduct monthly meetings (or bi-monthly meetings) with MEP staff and coordinators to discuss relevant topics and share strategies. ▪ Consider using a study group format to investigate migrant students' needs, to analyze and use student data to make programmatic decisions, and to research strategies for improving student outcomes. 	<p>Survey MEP staff about training effectiveness and relevance.</p> <p>Track student achievement through improved data collection system.</p>
<p>Train MEP staff on establishing, improving, or targeting volunteer programming to help address migrant student needs in reading and mathematics instruction. This includes teaching MEP staff to model best practices in reading and mathematics instruction in order to train volunteers.</p>	<ul style="list-style-type: none"> ▪ Develop and disseminate a Professional Development Survey to assess staff training needs and preferences. ▪ Align training with Kentucky Professional Development Standards. ▪ Focus on practical strategies for teaching mathematics and reading and for involving parents. 	<p>Survey MEP staff about training effectiveness and relevance.</p> <p>Survey trainees (e.g., parents, tutors, volunteers, etc.) to measure effectiveness.</p>

Need Statement: The percentage of migrant families with children in grades 3-12 encouraged to participate in migrant-sponsored parent conferences, advocacy groups, and workshops will increase to 25% .

Solution	Strategies	Evaluation Measures
Identify parent programs that are in place in the district in order to coordinate services and collaborate with other school and community agencies to sponsor parent meetings and workshops.	<ul style="list-style-type: none"> Utilize MEP networks to locate existing programs. Strengthen communication with other agencies to coordinate services and disseminate information for migrant families. Build on existing efforts to reach migrant parents. 	Track parent participation in conferences, workshops, and meetings.
Develop programs that are targeted to help parents and children better understand the expectations of the school and work to increase the engagement of school staff with migrant parents.	<ul style="list-style-type: none"> Focus on practical strategies for teaching mathematics and reading and for involving parents. Develop better communication strategies between mainstream teachers/administrators and MEP staff. 	Survey migrant parents and school staff.
Establish goal-setting procedures and ensure that at least all Priority for Service children identified in grade levels 7-12 receive the assistance they need to set and achieve their educational goals.	<ul style="list-style-type: none"> Provide training to MEP staff on working with parents on school engagement and goal setting. Develop methods for MEP staff and parents to convey information about migrant students' educational goals to mainstream teachers. 	<p>Track migrant student goals and achievement.</p> <p>Survey parents about training effectiveness.</p>

CONCLUSIONS

What distinguishes the CNA model from other planning models is its insistence on identifying solutions. Kentucky staff took the time and effort to gather and analyze data, most of which was gathered at the district and program level by migrant staff members, so that the specific needs of migrant children and families could be identified. These concerns about migrant students and families were quantified and expressed in need statements. The main concerns were the following: migrant students are not receiving supplemental support that is academically focused; and migrant students are not receiving sufficient educational support in their homes. Experts then identified research and evidence-based solutions.

The CNA process led to prioritizing these solutions to help Kentucky MEP strategize changes in programming that would be manageable and effective. The CNA built capacity among team members—including KDE personnel and local MEP staff—in terms of using data to make decisions about educational programming for migrant students. The process drew attention to state and local data collection limitations that needed to be addressed for future data analysis. These systemic needs were incorporated into solution strategies to improve student achievement. As a result, the KDE MEP is poised to make steady progress toward closing the achievement gaps for migrant students in the state.

APPENDIX A
COMMITTEE MEMBERSHIP

Kentucky Comprehensive Needs Assessment
Committee Membership

Management Team

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** Also served on the Data Team

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APPENDIX B

DATA COLLECTION FORMS

KENTUCKY MIGRANT EDUCATION PROGRAM

COMPREHENSIVE NEEDS ASSESSMENT

DATA REQUEST FORM

(September – October, 2004)

SECTION I GENERAL DATA FROM REGIONAL MEPs (Due Date: Friday – 10/22/04)

Instructional Supplemental Program Participation Data

Please inform us of the percentage of migrant students (enrolled in KY school in 2003-04) who received **instructional** supplemental services. You will be asked to list MEP-funded services separately from services delivered by other providers (e.g. ESL, Title I)

1. Which **instructional** supplemental services did the MEP provide for what percentage of migrant students?

Regular Term	Summer
Example: Tutoring for 30%	Reading Instruction for 20%

2. Which **instructional** supplemental services were provided by other programs/agencies for what percentage of migrant students?

Regular Term	Summer
Example: ESL for 10%	Title I summer reading program for 5%

Algebra I Passing Rate

3. Please report the number of migrant students (enrolled in Algebra I in 2003-04) who passed Algebra I. (Include students who have taken Algebra I more than once. Do **not** include students enrolled in Pre-Algebra in this count.)

Number of migrant students enrolled in
Algebra I:

Grade 9 _____
Grade 10 _____
Grade 11 _____
Grade 12 _____

Number of migrant students who passed
Algebra I:

Grade 9 _____
Grade 10 _____
Grade 11 _____
Grade 12 _____

Preschool Participation Rate

4. Please report the number of preschool migrant students (enrolled in the MEP in 2003-04) who participated in Head Start, preschool or structured child care.

Total number of migrant students ages 0-2 _____

Total number of migrant students ages 3-5 _____

Head Start	Other Preschool	Structured Child Care
Number participating Ages 0-2 _____	Number participating Ages 0-2 _____	Number participating Ages 0-2 _____
Number participating Ages 3-5 _____	Number participating Ages 3-5 _____	Number participating Ages 3-5 _____

Please list preschool programs available to migrant students in your area:

1.
2.
3.
4.
5.

SECTION 2: PARENT SURVEY AND STUDENT QUESTIONNAIRE

Parent Survey

Instructions for MEP administrators, advocates and recruiters:

Please fill out the parent/guardian survey during your regular home visits to migrant families who are being re-enrolled in the fall of 2004. Do **not** administer this survey to any first-time enrollees.

You will note that each question is targeting specific ages/grades of students. We are only surveying parents of students who are either preschool-aged or enrolled in a KY school. Out-of-school youth should not be included.

Question 1 – All parents

Questions 2,3 – With children in grades K-5

Question 4 – With children in grades 3-8

Questions 5,6 – With preschool children ages birth-age 5

You may use one form for each family. Be sure to list the number of children in each of the three age/grade categories: Ages 0-5, Grades K-5, and Grades 6-8

Parents of children ages 0-5 will answer: Questions 1, 5, 6

Parents of students in grades K-5 will answer: Questions 1, 2, 3, 4 (if grade 3-5)

Parents of students in grades 6-8 will answer: Questions 1, 4

Student Questionnaire

Instructions for administrators and advocates:

Please administer the brief student questionnaire to groups of migrant students whenever possible. You will be informed of a desirable sample number of questionnaires for your region. If you have an ethnic mix in your region (e.g. 70% White, 30% Hispanic) try to administer the survey proportionately (e.g. total of 100 questionnaires = 70 filled out by Anglo students and 30 filled out by Hispanic students).

It will also be helpful if you can administer this questionnaire to groups of non-migrant students in grades 3-8. Perhaps a principal would give permission to administer this brief questionnaire to students during homeroom.

Please note that the questions are targeting slightly different grade levels:

Students in grades K-2 will answer: Questions 1, 2

Students in grades 3-8 will answer: Questions 1, 2, 3, 4

Please complete a separate form for each child.

THANK YOU!

**KENTUCKY
MIGRANT EDUCATION PROGRAM
PARENT SURVEY**

School District _____ Interviewer's Name _____

Date _____ MEP Region # _____

Relationship: " Mother " Father " Guardian

Ethnicity: ? Asian ? African American ? Hispanic ? Native American
? White (Non-Hispanic) ? Other (Specify) _____

Number of children in family: Ages 0-5 _____ Grades K-5 _____ Grades 6-8 _____

The Kentucky Migrant Education Program is conducting a study of the needs of migrant families. We hope you will answer these questions as honestly and completely as you can. Your answers will help improve the educational support your children receive from the Kentucky Migrant Education Program. **(Note to interviewers: please survey only parents who have children who were previously enrolled in the MEP in 2003-04. Do not administer this survey to any first-time enrollees.)**

Question for All Parents

1. How many English books, magazines, or newspapers are in your home?
Books borrowed from the library or another source can be included in this count.
(Check one) (Do not include student textbooks in this total)

" 1 - 5 " 6 - 10
" More than 10 " None

Questions for Parents with Children in Grades K-5

2. How many times each week do you help your child or family member with reading? (Check one)
(If another family member helps with reading (e.g. sister, aunt) specify _____)

" 1-3 times a week " 4-6 times a week
" Every day " Never

3. How many times each week do you help your child or family member with Math? (Check one)
(If another family member helps with math (e.g. uncle, brother) specify _____)

" 1-3 times a week " 4-6 times a week
" Every day " Never

(Turn over >)

Question for Parents with Children in Grades 3-8

4. Do you talk regularly (at least once a week) with your child about school-related issues?

_____ Yes _____ No

If yes, what do you talk about? (Check all that apply)

_____ *Schoolwork*
_____ *Problems (e.g. drugs, bullying on the bus)*
_____ *Achievements*
_____ *Grades*
_____ *Attendance*
_____ *Other (specify topic(s) _____)*

Questions for Parents with Children Ages 0-5

5. What age is your preschool child? _____ 0-2 _____ 3-5

A) Is your child participating in a preschool program?

_____ Yes

_____ No

If yes, which one? _____
(If no, go on to part B)

B) Has any preschool program been offered to you?

_____ Yes _____ No

If yes, why have you chosen NOT to participate?

-
6. How often do you read to or with your child each week? (Check one)
(Parent may read to or with their child in English or other home language)

" 1-3 times a week

" Every day

" 4-6 times a week

" Never

THANK YOU!

**KENTUCKY
MIGRANT EDUCATION PROGRAM
STUDENT QUESTIONNAIRE**

School District _____ MEP Region # _____

Interviewer's Name (if applicable) _____

Date _____ Grade _____ Age _____ Gender ? Male ? Female

Ethnicity: ? Asian ? African American ? Hispanic ? Native American
? White (Non-Hispanic) ? Other (Specify) _____

INSTRUCTIONS: Please answer the following questions to the best of your ability. We are not asking for your name and no one will know who you are. Your answers will help improve education that migrant students will receive in Kentucky. If you have any questions, ask the person who gave you this questionnaire.

Questions for Students in Grades K-5

1. How many times each week does your parent/guardian or other family member help you with reading? (Check one)

(If another family member helps with reading (e.g. sister, aunt) specify
_____)

" 1-3 times a week
" Every day

" 4-6 times a week
" Never

2. How many times each week does your parent/guardian or other family member help you with your homework in math? (Check one)

(If another family member helps with math homework (e.g. uncle, brother) specify
_____)

" 1-3 times a week
" Every day

" 4-6 times a week
" Never

(Turn over >)

Questions for Students in Grades 3-8

3. The person or people at school who care most about how well I do in school are:
(Check all choices that apply and circle a clear favorite)

- My teacher(s)
- My tutor
- My counselor
- My friend
- My coach
- An older student
- Other (Specify) _____
- No one

4. When you think of the person or people at school who care most about you, what kind of support do they provide to help you to do well in school?
(Check all choices that apply)

- Helping me with my homework
- Tutoring me
- Checking on how I'm doing in my classes
- Helping me to set educational goals
- Providing me with information on career, college, and continuing education options
- Other (Specify) _____
- No support

THANK YOU!